IMPACT OF ORGANIZATIONAL ROLE STRESSORS ON FACULTY STRESS & BURNOUT (An exploratory analysis of a public sector university of Pakistan)

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Abstract

Many studies on stress point out that the role stressors may vary in different environments and lead to stress & burnout. The recent growth in higher education institutions in developing countries has lead to higher competition and organizational change in most of the public and private sector universities (Rajarajeswari 2010) and faculty members increasingly suffer from pressures leading to stress and burnout. Based on Pareek's (2002) Organizational Role Stressors questionnaire and the Maslach Burnout Inventory (Maslach and Jackson, 1986), this exploratory research investigates the contribution of various role stressors to stress and burnout in a public sector university of Pakistan. A sample of 80 faculty members from a university in Pakistan completed a structured questionnaire. Results show that role ambiguity is one of the organizational role stressors having the biggest impact on two dimensions of stress and one dimension of burnout among the faculty. The other significant organizational role stressors include role stagnation, inter-role distance, self role distance, resource inadequacy, role conflict and role overload. Demographic factors such as gender, marital status and experience had little or no impact on the results. The results confirm the link between stress and some dimensions of burnout, but lack of personal accomplishment among faculty members was not related significantly to any dimension of stress.

Key Words:

Change, Stress, Burnout, Organizational Role Stressors, Universities,

INTRODUCTION

Traditionally university teaching has been perceived as a stress-free profession, particularly by those who are not related to this profession (Fischer, 1994) however since the last two decades with the inflow of many private sector universities, higher education institutions are commonly labeled as stressful environments (Barkhuizen & Rothmann, 2008). During the last decade, a fast growth has been observed in higher education institutions, particularly in developing countries, leading to higher competition and deteriorated organizational climate in most of the public and private sector universities (Rajarajeswari 2010). Just like the corporate sector, in this era of change the reponsibilites of academicians have increased, and now faculty members are supposed to play many other roles besides their traditional roles of teaching and research. Role stress is a burning issue nowadays, particularly in this context. stressful encounters over a long period of time lead to reduced physical and mental well-being (Burke & Greenglass, 1995) and can end up in a chronic state of exhaustion or burnout (So-Kum Tang et al., 2001). Behavioral symptoms of teacher stress include poor time management, inability to concentrate, irritation and aggression, withdrawal from supportive relationships, abuse of alcohol, caffeine or tobacco and, if not managed properly, it leads to absenteeism, resignation, conflict with students and turnover intentions (Stevenson and Harper, 2006).

Our approach questions Selye's (1956 p. 289) model according to which Stress would result from an addition of stressors. Further studies conclude that different stressors can impact different dimensions of stress or burnout. Our study aims at understanding the impact of various Organizational Role Stressors (ORS for faculty members. After defining stress and burnout and reviewing the literature on the subject, our research design and methodology will be presented. The results will then be analyzed and discussed.

I - STRESS & BURNOUT

Definitions

For the last few decades, research around *stress* has produced a large number of conferences, books, and articles, however despite the popularity of "stress" as a research topic, experts still do not agree on a common definition of this simple and at the same time controversial concept (Rees & Redfern, 2000). The concept of stress has been introduced first by Hans Selye who studied the strains which arise when people struggle to adapt and cope because of changing environments. Selye (1956) originally presented stress as a general, nonspecific physiological response to any stressor. Later, he drew attention to the difference between eustress, or good stress, and distress, or bad stress. Stress is now usually defined as a feeling of physical or emotional tension and a feeling of being unable to cope with anxiety and discomfort, particularly in response to change (Vijayashree & Mund, 2011).

Burnout has been defined as a state of mental, physical and emotional exhaustion, usually resulting from chronic and persistent stress (Sharma, 2007). It is generally considered as a syndrome consisting of three dimensions (Maslach

& Jackson, 1986) including emotional exhaustion, depersonalization and lack of personal accomplishment.

Occupational Stress of Academic Staff

Since long, academics have been highly respected in most countries because they represent a "key profession" (Locke and Teichler, 2007) but traditionally university teachnig has been considered as a stress free profession by outsiders (Fischer, 1994). In recent years, however, a number of substantial changes in the higher education sector (Teichler, 2007) have significantly transformed the conditions under which the university teachers perform their jobs. Comparative studies of 26 occupations conducted by Johnson et al. (2005) conclude that teaching is one of the most stressful occupations. The most stressful aspects of the job perceived by teachers include workload, time pressures and no guidance pertaining to various teacher roles (Hui & Chan, 1996). In Australian universities, a national survey on occupational stress revealed that "academic staff were generally worse off than general staff, and staff in newer universities were worse off than those in older universities" (Winefield et al., 2003). Research shows that teachers' stress becomes problematic and potentially harmful when the challenges teachers face outpace their perceived ability to cope, or when they perceive that their important needs are not being met (Kahn et al., 1964). Researchers usually consider that burnout represents instructors' negative responses to the mismatch between job requirements and their perceived abilities (Vandenberghe & Huberman, 1999). A study carried out by Lackritz (2004) in found that burnout was significantly related to the number of students taught, the time invested in various activities, and the fact of being evaluated by the students.

Factors influencing stress and burnout

Researchers have identified various causes of stress & burnout which change from job to job and person to person Griffith et al. (1999). Srivastav & Pareek (2008) identified various organizational role stress factors including inter-role distance, role expectation conflict, role erosion, role overload, role isolation, personal inadequacy, self role distance, role ambiguity and resource inadequacy. Cherniss (1980) identifies burnout as a socio-psychological phenomenon, a state of withdrawal from work or a state of decreased motivation due to excessive stress.

According to Griffith et al. (1999), "other things being equal, stress tends to affect younger, less experienced teachers over older, more experienced ones; those of lower academic rank over higher rank; single teachers over married; and women over men". Research shows that employees at senior level face more workloads and more role-overload (Dua, 1994; Lease, 1999; Winter et al., 2000). Lackritz (2004) found that female faculty members had significantly higher scores on emotional exhaustion than males, while male faculty had higher scores on depersonalization scale of the MBI-ES. Barkhuizen & Rothmann (2008), in their research on occupational stress in higher educational institutions, found that female faculty reported higher levels of somatic stress (physical illness) than male faculty. Some studies show that, as a result of role conflicts

and lack of mentors or role models, women working in higher education experience more stress than men (Hayes, 1986; Blix et al., 1994).

II - RESEARCH DESIGN & METHODOLOGY

This study is mainly focused on organizational role stressors which lead to stress and burnout as identified by Kahn et al. (1964) and later on applied by many other researchers including Pareek (2002), Sharma (2007), Srivastav (2007) and Rajarajeswari (2010). A questionnaire was developed to measure our main variables including Organizational Role Stressors, Stress and Burnout and to collect information about demographic characteristics of the respondents including gender, experience and marital status. This research is quantitative in nature. Some interviews were also conducted in order to adapt our instruments to the context of academics in Pakistan.

Our main research question in this exploratory survey is:
Which Organizational Role Stressors (ORS) contribute significantly to stress and burnout among academic staff?"

An additional question is*:*
"How do gender, experience and marital status influence ORS, stress and burnout?"

Sample and Data Collection

The present study targeted the academic staff of a public sector university in Pakistan. Convenience based sampling allowed us to collect more reliable information, and utmost care was taken that the sample represents the population of academics in this university. Tools used to gather primary data were mostly scales which had already been utilized by past researchers. In a first step, 20 faculty members were interviewed in a preliminary qualitative survey. The goal of these interviews was to adapt the measures used in the questionnaire, particularly by getting hold of some real information regarding their reactivity to stress and their perceptions regarding stress and burnout. Based on these semi-structured open ended interviews, the final questionnaire was designed and pre-tested with a small sample of respondents to ascertain that they were understandable and elicited a free response. Participants were assured of confidentiality and anonymity. Only slight changes were made in the original instruments: for example the seven point MBI-Educational scale (ES) was replaced by a five point Likert scale to make it more convenient for the respondents and similar to the other scales. In all the other sets of questions the same five point Likert scale, ranging from "never" to "always" has been used.

The tools measuring Organizational Role Stressors (ORS) and burnout are commonly used in this type of research. We found no satisfactory measure of stress adapted to our context. Our scale defining various symptoms of stress was based on the literature review and the results of our preliminary qualitative survey. The dimensions of our stress scale were identified by a factor analysis. Reliability tests (Cronbach's alpha) were conducted on our sample for each set of questions. Stepwise regressions were then used to identify the main factors of each of the dimensions of stress and burnout and evaluate their relative impact.

Significance level of 5% and below has been taken as a standard throughout the analysis

Organizational Role Stressors (ORS) were measured by a scale adapted from Pareek (2002) which consists of ten components. Reliability coefficients in Pareek's study had been found above .70 in original studies. In our sample, some items (questions) were eliminated to improve the reliability. Some of the alphas were under the norm of .70 but, considering the exploratory nature of our study, we accepted a minimum of .60 (see table 1). In order to test the potential multi-colinearity among the ten variables of ORS, the Variance Inflation Factors (VIF) were computed. Chatterjee et al. (2000) consider that a VIF greater than 10 indicates statistically significant problem of multi-colinearity. In our results, they were all below the level of 4 recommended by Evrard et al. (2003), indicating no problem of multi-colinearity

Table 1: Reliability analysis of Organizational Role Stressors

	Role Stressor	Number of items	Initial Cronbach Alpha	Number of items Eliminated	Final Cronbach Alpha
1	Inter-role distance *Playing more than one role (organizational vs. family)*	5	82.3	None	82.3
2	Role stagnation *Lack of growth in one's role*	5	74.7	1	78.4
3	Self-role distance *Lack of aptitude towards the role.*	5	76.2	None	76.2
4	Role expectation conflict *Facing conflicting expectations from others*	5	68.8	None	68.8
5	Role erosion *Some important functions are eroded.*	5	27.0	2	65.0
6	Role overload *Too many or too high expectations from Role*	5	81.7	None	81.7
7	Role isolation *Lack of coordination with peers and boss.*	5	61.4	None	61.4
8	Personal inadequacy *Lack of skills to perform*	5	69.0	None	69.0
9	Role ambiguity *Not clear about expectations from role*	5	77.4	None	77.4
10	Resource inadequacy *Resources not available to perform role*	5	61.6	1	67.0

None of the instruments used by previous authors corresponded to the concept of ***stress*** we wanted to use in our study. Therefore, we adapted some of these instruments after conducting interviews with 20 faculty members. Our instrument, made of 15 questions, covers the psychological and physiological aspects of stress (psycho-somatic stress); it does not measure stress at a given point in time linked to a specific event, but chronic and persistent stress over a

period of time. A factor analysis of this scale identified two dimensions, but 4 items had to be removed because they did not load clearly on any of these two factors. The first dimension includes 6 items and is clearly related to stress in the *job situation* (e.g. *I feel recurrent headaches because of my job*). The second dimension including 5 items does not relate to the job, but on *general aspects* of stress in life (e.g. *Everything seems worthless & meaningless to me*). Cronbach's Alpha are 0.76 for general stress and 0.79 for job related stress (see table 2).

Table 2: Two dimensions of stress (Factor analysis, Varimax rotation)

Dimensions of Stress	Component	
	Job Related Stress	General Stress
During job, I feel tense and get easily irritated.	.76	
I feel recurrent headaches because of my job.	.76	
Because of job frustrations, I feel migraines.	.74	*.31*
I feel my sleeping routine is quite disturbed because of my job.	.64	
I feel I am highly stressed most of the time because of the nature of my job	.62	
Because of my job, I feel frequent anxiety	.55	
Everything seems worthless & meaningless to me		.77
I feel I cannot enjoy anything anymore	*.32*	.75
I feel that I cannot do anything productive anymore.	*.31*	.72
I would be better if I were dead		.69
I face difficulty in getting asleep at night even if I am tired.		.53
Percentage of Variance (Total: 52.1 %)	27.7	24.4
Cronbach alpha	*0.76*	*0.79*
(*only coefficients above .30 are presented in the table*)		

Burnout was measured by using the Maslach Burnout Inventory. This instrument has been one of the widely used measures in research on *burnout*. We used an adaptation of this scale, the MBI-Educators Survey (MBI-ES, Maslach and Jackson, 1986). Reliability coefficients of MBI-ES have already been found above .70 in the original studies. Table 3 shows the reliability coefficients we obtained on our sample after removing one of the items of the scale on Emotional exhaustion.

1. Emotional exhaustion: *measures feelings of being emotionally overextended and exhausted by one's work.*
2. Depersonalization: *measures a distance and impersonal response toward recipients of one's service, care treatment, or instruction.*
3. Personal accomplishment: *measures feelings of competence and successful achievement in one's work.*

Table 3: Reliability analysis of Burnout dimensions

	Burnout Dimensions	Number of Questions	Initial Cronbach Alpha	Number of items Eliminated	Final Cronbach Alpha
1	Emotional exhaustion	9	75.4	1	80.1
2	Depersonalization	6	74.0	None	74.0
3	Lack of personal accomplishment	7	65.0	None	65.0

III - RESULTS

Tables 4 and 5 show the results of the multiple regression (stepwise) between ORS and the different dimensions of stress and burnout. Control variables (marital status, experience and gender) had negligible impact (less than 2%) on the results so they have not been considered in the analysis. The R^2 value indicates the percentage of the variance of the dependent variables (stress or burnout) explained by the independent variables (ORS). In table 04, results show that different organizational role stressors influence each of the dimensions of stress. Role ambiguity and Personal inadequacy are the two significant role stressors influencing general stress. They explain 43.4% of the variance of this variable, where Role ambiguity alone explaining 36.6 % of this variance and Personal inadequacy an additional 6.8 %. Role stagnation and Role ambiguity explain 29.7% of the variance of job related stress.

Table 4: Significant effect of ORS on two dimensions of stress ($p<.05$)

Stress dimensions	ORS variable	R^2 (ΔR^2)	Adjusted R^2 (ΔR^2)	Beta	t	Sig.
General						
Step 1	Role Ambiguity	.366	.358	.605	6.7	.000
Step 2	Role Ambiguity	.434	.419	.415	3.90	.000
	Personal Inadequacy	(.068)	(.061)	.323	3.04	.003
Job-related						
Step 1	Role Stagnation	.227	.217	.476	4.78	.000
Step 2	Role Stagnation	.297	.278	.316	2.84	.006
	Role Ambiguity	(.070)	(.061)	.309	2.77	.007

Table 5 shows the results of the multiple regression (stepwise) between ORS and the three dimensions of burnout (Depersonalization, Emotional exhaustion and Lack of personal accomplishment) It shows that different organizational role stressors influence each of the dimensions of burnout. Role

distance, Resource inadequacy and Role conflict are the three significant role stressors influencing Depersonalization. They explain 37.9 % of the variance of this variable, Role distance alone explaining 20.6 % of this variance. Role stagnation and Role overload explain 34.0 % of the variance of Emotional exhaustion. Role ambiguity, role isolation and role erosion explain 23.3 % of the variance of Lack of personal accomplishment.

Table 5: Significant effect of ORS on three dimensions of Burnout ($p<.05$)

Burnout dimensions	**ORS variable**	R^2 ($\triangle R^2$)	Adjusted R^2 ($\triangle R^2$)	Beta	t	Sig.
Depersonalization Step 1	**Inter Role distance**	**.206**	.196	.454	4.50	.000
Step 2	Inter Role distance	.298	.280	.774	5.58	.000
	Resource inadequacy	(+.092)	(+.084)	-.441	-3.18	.002
Step 3	Inter Role distance	.379	.354	.704	5.28	.000
	Resource inadequacy			-.687	-4.49	.000
	Role expectation conflict	(+.081)	(+.074)	.413	3.14	.002
Emotional exhaustion Step 1	**Role stagnation**	**.291**	.282	.539	5.65	.000
Step 2	Role stagnation	.340	.323	.342	2.77	.007
	Role overload	(+.049)	(+.041)	.298	2.41	.018
Lack of personal accomplishment Step 1	**Role ambiguity**	**.143**	.132	.378	3.60	.001
Step 2	Role ambiguity	.189	.168	.520	4.23	.000
	Role isolation	(+.046)	(+.036)	-.259	-2.10	.039
Step 3	Role ambiguity	.233	.203	.509	4.23	.000
	Role isolation			-.274	-2.27	.026
	Role erosion	(+.044)	(+.035)	-.210	-2.08	.041

The negative relationships between Role isolation or Role erosion and Lack of personal accomplishment may appear surprising. These could be explained by the fact that faculty members can have a feeling of accomplishment by working independently rather than having to coordinate with their peers or their boss. They can also appreciate to be discharged from some important functions like some teaching assignments to devote themselves to more intrinsically rewarding activities like research projects. Another surprising

finding is the negative relationship between resource inadequacy and depersonalization. Teachers having fewer resources to perform their job feel less depersonalized, i.e. they seldom express negative or cynical attitudes towards their work. Depersonalization is mainly due to lack of aptitude towards the role (Role distance) or conflicting expectations from others. The fact of having fewer resources does not seem to discourage faculty members; on the contrary, they tend to react positively and do what they can with the available resources.

Table 6 shows that very few significant differences were found between men and women for the different organizational role stressors. Only three ORS namely inter-role distance, role stagnation and role erosion showed significant results. Women have significantly higher means than men on role distance and role stagnation. On the other hand men have a significantly higher mean on role erosion.

Table 6: Impact of Gender and Experience on ORS

Organizational Role Stressors	Gender				Experience			
		Mean	SD	Sig		Mean	SD	Sig
InterRole DISTANCE	Male	**2.88**	.91	**.032**	2-5 years	3.02	.90	.589
	Female	**3.41**	.96		5-10 years	3.15	.88	
Role STAGNATION	Male	**2.45**	.78	**.008**	2-5 years	2.58	.74	.364
	Female	**3.03**	.85		5-10 years	2.78	.93	
Role Expectation CONFLICT	Male	2.38	.70	.146	2-5 years	2.41	.63	.464
	Female	**2.63**	.43		5-10 years	2.53	.66	
Role EROSION	Male	**3.20**	.75	**.031**	2-5 years	3.11	.66	.654
	Female	2.77	.73		5-10 years	3.01	.93	
Role OVERLOAD	Male	2.61	.73	.080	2-5 years	2.74	.71	.704
	Female	2.95	.74		5-10 years	2.82	.81	
Role ISOLATION	Male	2.84	.59	.349	2-5 years	2.91	.59	.557
	Female	2.98	.48		5-10 years	2.99	.52	
Personal INADEQUACY	Male	2.54	.74	.681	2-5 years	**2.44**	.55	**.015**
	Female	2.61	.39		5-10 years	**2.86**	.76	
Role DISTANCE	Male	2.53	.80	.736	2-5 years	2.45	.65	.235
	Female	2.46	.40		5-10 years	2.68	.86	
Role AMBIGUITY	Male	2.26	.81	.663	2-5 years	2.18	.67	.113
	Female	2.35	.42		5-10 years	2.49	.86	
Resource INDADEQUACY	Male	2.50	.77	.210	2-5 years	2.45	.76	.143
	Female	2.75	.62		5-10 years	2.74	.74	

When we compare two groups of faculty members having less than and more than 5 years of experience, only one variable i.e. personal inadequacy is somehow significant. Personal inadequacy has a higher mean among the faculty members with more than 5 years of experience than with those who have less experience.

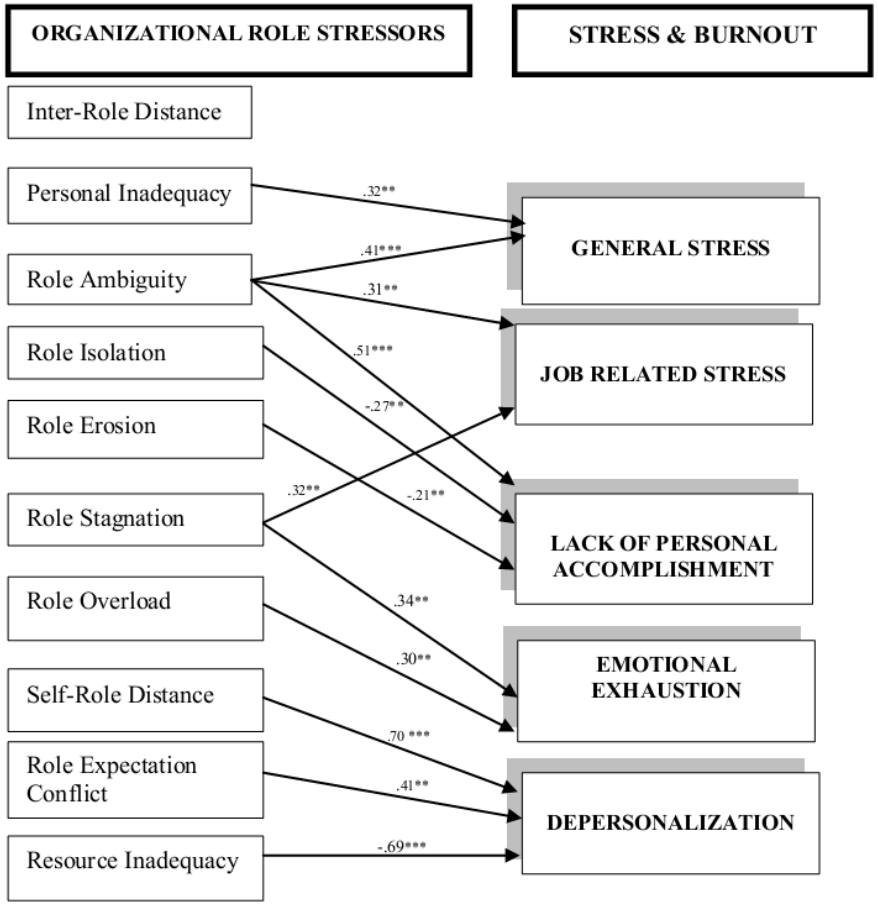
Table 7 shows no significant results between men and women for various dimensions of stress and burnout. Regarding experience, higher means have been observed for employees with more than 5 years of experience concerning the general stress ($p = 0.002$) and depersonalization ($p = 0.043$) and dimensions of burnout which stood significant ($p = 0.002$ and $p = 0.043$). Results of the t-test for marital status on different dimensions of organizational role stressors, stress and burnout showed no significant result between married and unmarried faculty members.

Table 7 – Impact of Gender and Experience on different dimensions of stress and burnout ($p<.05$)

STRESS & BURNOUT	GENDER				EXPERIENCE			
		Mean	SD	sig		Mean	SD	Sig
General Stress	Male	1.72	.66	.319	2-5 years	1.57	.45	.002
	Female	1.88	.466		5-10 years	2.07	.75	
Job Related Stress	Male	2.12	.69	.248	2-5 years	2.04	.70	.054
	Female	2.33	.729		5-10 years	2.40	.71	
Depersonalization	Male	2.23	.65	.182	2-5 years	2.13	.541	.043
	Female	2.02	.49		5-10 years	2.45	.681	
Personal Accomplishment	Male	3.64	.62	.314	2-5 years	3.77	.50	.288
	Female	3.780	.50		5-10 years	3.62	.53	
Emotional Exhaustion	Male	2.21	.64	.070	2-5 years	2.26	.52	.451
	Female	2.49	.28		5-10 years	2.37	.63	

Figure 1 shows that each set of role stressors influences different dimensions of stress and burnout. Role ambiguity is one of the most significant organizational role stressors as it influences three different dimensions of stress and burnout including general stress, job related stress and lack of personal accomplishment. Role stagnation influences two dimensions i.e. job related stress and emotional exhaustion. All the other stressors are specific to one dimension of stress and burnout.

Figure 1: Global presentation of the results (Betas of regression)



*p< 0.05 **p<.001 ***p<.001

Burnout is usually considered as a consequence or an ultimate state of stress (Cherniss, 1980). Table 8 (a, b and c) and figure 2 show how much stress impacts burnout. Results reveal that depersonalization, the first dimension of burnout is significantly related to general stress ($p<0.01$) and to job related stress ($p<0.05$). Emotional exhaustion, the second dimension of burnout, depends only on job related stress ($p<0.001$). Lack of personal accomplishment is not related significantly to any dimension of stress.

Table 8 (a): Impact of general and job related stress on depersonalization.

	Standardized Coefficients	t	Sig.
	Beta		
General Stress	.376	3.419	.001
Job Related Stress	.223	2.028	.046

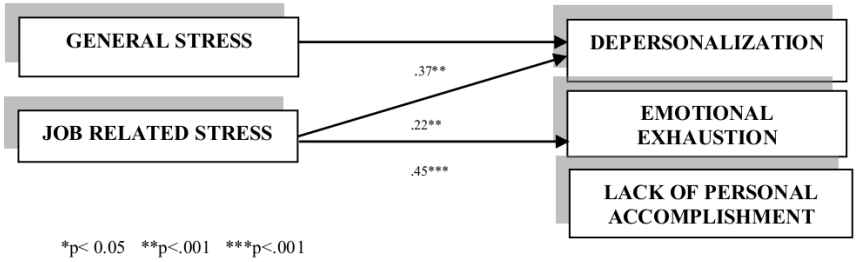
Table 8 (b): Impact of general and job related stress on Emotional Exhaustion

	Standardized Coefficients	t	Sig
	Beta		
General Stress	.195	1.832	.071
Job Related Stress	.449	4.224	.000

Table 8 (c): Impact of general and job related stress on Lack of Personal Accomplishment

	Standardized Coefficients	t	Sig.
	Beta		
General Stress	-.238	-1.900	.061
Job Related Stress	.031	.248	.805

Figure 2: Impact of stress on burnout (Betas of regression)



*p< 0.05 **p<.001 ***p<.001

IV - DISCUSSION

The purpose if this pilot survey was not to defend or test a hypothesis but to explore the most significant organizational role stressors contributing to faculty stress and burnout in a public sector university of Pakistan for different demographic groups. Increased expectations from the academic staff in terms of teaching, research and administrative workloads (Housten et al. 2006) and financial problems faced by universities during the last decade have created a competitive environment which resulted in high workload and performance pressures for the academic staff, adversely affecting the employee's job satisfaction and role stress.

Our results show that Role ambiguity has a significant impact on both dimensions of stress and on one dimension of burnout i.e. Lack of personal accomplishment. This result can be surprising if you consider that role ambiguity is sometimes seen as being an attractive dimension of being a professor – he may enjoy having more autonomy and more control in shaping what he wants his role to be. An employee usually faces Role ambiguity when roles are not clearly defined or have been changed with time (Srivastiv 2007). This seems true for faculty particularly in those universities which emphasize research outputs: the faculty may not be trained or mentally ready to accept this challenge. Teachers feel more comfortable with traditional teaching than with research, and for university teachers, the main source of stress is research (Abouserie, 1996)

Balance between teaching and research is very important particularly nowadays as governments offer research grants or funding; appraisals of university teachers are mostly based on research outputs. A faculty member not sure about expectations from his/her role (research or teaching), is thus prone to stress and burnout. Srivastiv (2007) suggests that it may have a "trickle down" effect on other role stressors particularly Role stagnation: teachers being unable to cope with Role ambiguity may experience a career plateau (which makes them more vulnerable to stress and burnout.

The other organizational role stressors significantly related to stress or burnout include Personal inadequacy, Role isolation, Role erosion, Self role distance, Resource inadequacy, Role conflict and Role overload. These predictors correspond to the main causes of stress and burnout identified in past studies. For instance Sharma (2007) found Role expectation conflict, Role stagnation and Self role distance as predictors of burnout. Kinman & Jones (2003) found that perceptions of an unmanageable workload were associated with psychological distress. Both Role ambiguity and Role conflict have been found as being sources of stress and burnout by Van Sell et al. (1981). Jackson et al. (1987) found that emotional exhaustion was most strongly associated with the quantity of workload and role conflict. Kahn et al. (1964) found that role stress was an emotional consequences of excessive role conflict. Schaubroeck et al. (1989), in their survey in a university context, found that role conflict and role ambiguity impacted job satisfaction and stress.

Personal inadequacy contributes to stress of faculty members because they feel that they lack some of the skills required to perform their role in research or teaching Resource inadequacy also contributes to stress and burnout if the external resources are not available, even if the faculty member has adequate research and teaching skills. Personal inadequacy represents the internal resources whereas Resource inadequacy represents the external resources (Srivastiv, 2007). High expectations in terms of quality of teaching and research leads to role overload, disturbs the work life balance, thus contributing significantly to stress.

Some demographic factors have been taken into consideration in our study to explore how organizational role stressors, stress and burnout vary in different groups based on gender, marital status and experience. For stress and burnout, no significant differences have been observed between married and unmarried or male and female faculty members. These results are consistent with most of the results of surveys conducted in the past (Dua, 1994; Gmelch & Burns, 1994; Kalyani et al., 2009). However some of the past studies show female faculty as having significantly higher scores on emotional exhaustion than males, while male faculty had higher scores on depersonalization (Lackritz, 2004). Our results also contradict some other studies which found that stress affected single teachers more than those who were married and women more than men (Griffith et al., 1999). As far as the organizational role stressors are concerned, females in our study reported significantly higher means on inter-role distance and role stagnation than males. These results are somehow consistent with the findings of Hayes (1986) and Blix et al. (1994). The perception of role stagnation in the case of women can be correlated to role conflicts as women have to play diverse roles (at office and home) which indirectly affect their carrier.

In our study, faculty members with more than five years of experience showed relatively higher means on job related stress and depersonalization dimension of burnout when compared to the faculty with less than 5 years of experience. This supports the results of Dua (1994) who found that more experienced employees are more stressed. However the results are in contradiction with the results by Griffith et al. (1999) who found that stress tends to affect less experienced teachers more than experienced ones. Our study shows that personal inadequacy is one of the organizational role stressors which significantly influences stress among more experienced faculty members.

The results confirm some of the past studies which revealed burnout as being a response to recurring organizational stressors and being a consequence or an ultimate state of stress (Cherniss, 1980, Maslach & Jackson, 1981). Emotional exhaustion is clearly related to job-related stress, and depersonalization is influenced both by job-related stress and by general stress. Yet, our third dimension of burnout, lack of personal accomplishment among faculty members is not significantly related to any of the two dimensions of stress. We can wonder whether lack of personal accomplishment can be considered as a dimension of burnout. So-Kum Tang et al. (2001) and Sharma (2007, p.23) consider that lack of personal accomplishment is a distinct variable from burnout and that the

relationship between the two variables could even be negative. Sharma (2007) found that executives with high personal accomplishment were mostly found burned out. Thus lack of personal accomplishment could be a source of job dissatisfaction, but may not be related to stress and burnout.

V- CONCLUSION & RECOMMENDATIONS

High level of chronic stress leads to burnout which can ultimately result in severe health outcomes (Smith, 1986, Cherniss, 1980). Role ambiguity and Role conflict have been found as being sources of stress, burnout psychological illness for our university teachers, but also for public sector employees (Van Sell et al., 1981). If we want to avoid these negative health outcomes, there is a need to introduce stress management intervention at primary, secondary or tertiary level (Kompier & Kristensen, 1998).

Primary level intervention for example implies modifying the organizational role stressors to best fit the individual and organizational needs. It can be done mainly by providing resources to reduce burnout; for example our results suggest reducing work overload, particularly for the senior faculty if we want to reduce emotional exhaustion: more research associates could be hired to help them in completing research assignments and to ease the workload pertaining to traditional teaching and administrative assignments. In this way senior faculty members could contribute more to research without getting exhausted, and the fresh associates (new faculty) could learn from the seniors under their supervision. Avoiding role stagnation by allowing faculty members to work on different projects or with different publics would also reduce emotional exhaustion. Role Stress Audit (RSA) could be conducted to analyze and redesign roles on a regular basis (Srivastav, 2007) and to reduce Role ambiguity, Role stagnation and Personal inadequacy. For the teachers who show symptoms of stress, the universities can introduce secondary level interventions in order to increase their coping capacity (Barkhuizen & Rothmann, 2008). These interventions could include seminars on stress management, conflict resolution, time management etc.

For those who have already suffered from psychosomatic consequences of stress and burnout, organizations could introduce tertiary level interventions. Participation in sports activities, tours, meditation, yoga, positive thinking, and many other relaxation techniques can be helpful in reducing the negative effects of stress, depersonalization and emotional exhaustion. Such activities could be developed on the campus. The top management of universities can encourage such activities at organizational level if faculty members do not take such initiatives by themselves. If necessary, interventions such as psychotherapy could be suggested at the individual level.

VI – LIMITATIONS & SCOPE FOR FURTHER RESEARCH

One of the limitations of this exploratory study was the relatively small sample including 80 faculty members of a public sector university's academic staff. Yet, interesting results were drawn from this sample, which should be tested on wider samples and in various types of institutions. There is much scope for future research by developing for example a comparative analysis of public

and private sector universities. In addition, cross-cultural dimensions can also be taken into consideration while studying various facets of ORS contributing to stress and burnout faced by academic staff in different countries. Furthermore other variables such as coping behaviors or social support could be included as moderating variables. This dynamic approach based on Lazarus & Folkman's (1984) model would require a longitudinal study. The relationship between job stress, coping skills and performance could also be analyzed with reference to different types of teaching (technical and non technical) and different types of universities (aided and self-aided). In future studies, the study could be extended to non-academic staffs that have a lower salary, fewer opportunities for professional growth and receive less respect than academic staff.

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